DOCUMENT RESUME

ED 170 715 CS 004 826

AUTHOR Winograd, Peter
TITLE Reading for Parents.
PUB DATE 79
NOTE 19p.; Guide prepared at the University of Illinois

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Learning Activities; Oral Reading; Parent Child Relationship; *Parent Participation; Primary Education; Reading Difficulty; Reading Games; Reading Improvement; *Reading Instruction; Reading Skills; Teaching Techniques

ABSTRACT

Designed to give parents an overview of reading and some suggestions on how they can help their children, this guide has been used in parent classes and workshops throughout Illinois since 1976. The nine sections of the guide cover the following areas: a general definition of reading, some causes of reading difficulty, various techniques used in the teaching of reading, ways in which parents can help teach reading, how to read aloud, informal reading games, commercially prepared games, a list of books for parents, and suggestions for choosing books for children. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170715

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

READING FOR PARENTS

Peter Winograd

Center for the Study of Reading
University of Illinois
51 Gerty Drive
Champaign, IL 61820

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Peter Winograd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS004826

This packet is designed to give parents an overview of reading and some suggestions on how they can help their children. It is the result of a Right-to-Read project that was started in Chicago in 1976. Since that time it has been used as a discussion guide in parent classes and workshops throughout Illinois.

Although parents in different neighborhoods have different concerns, one problem is frequently mentioned. That problem is dealing with the pressures and tensions that come with reading difficulties. Children often feel stupid and ashamed while their parents and teachers often feel guilty and inadequate. Sometimes just recognizing and sharing these feelings is enough to help. Hopefully the suggestions in this paper will provide parents with some comfortable, relaxed ways to help their children with reading.

TABLE OF CONTENTS

1.	WHAT IS READING?	1
2.	WHAT ARE SOME CAUSES OF READING DIFFICULTIES?	2
3.	HOW IS READING TAUGHT?	3
4.	THINGS PARENTS CAN DO	4
5.	HOW TO READ ALOUD	6
6.	GAMES	7
7.	SOME COMMERCIAL GAMES	12
8.	BOOKS FOR PARENTS	12
9.	HOW TO CHOOSE BOOKS FOR CHILDREN	13

WHAT IS READING

Even though many experts vary in their exact wording, there is a general agreement that reading is the complex of skills that a person uses to get meaning from print. One helpful way to look at reading is shown below. The asterisk shows where I think parents can be most helpful.

<table>
<tr><td colspan="2">Using what has been read</td><td>*1. Reading for information
**2. Reading for pleasure</td></tr>
<tr><td>Word Recognition

1. Sight words
2. Phonics
3. Structural Analysis
4. Context
5. Dictionary</td><td colspan="2">Comprehension

1. Literal
2. Inferential
3. Critical</td></tr>
<tr><td>*Background</td><td colspan="2">**1. Direct Experience
**2. Vicarious Experience</td></tr>
<tr><td>*Foundation</td><td colspan="2">1. Physical Abilities
2. Mental Abilities
***3. Language Abilities
4. Emotional and Physical Maturity</td></tr>
</table>

There are two other important points to remember about reading:

1. Reading is a skill just like swimming or riding a bicycle, you only get better by practice.

2. Learning to read is a life-long process.

WHAT ARE SOME OF THE CAUSES OF READING DIFFICULTIES?

Reading Problems Can Be Caused By:

A. Physical Factors

1. Vision
2. Hearing
3. Speech
4. Health
5. Maturation
6. Perceptual Difficulties

B. Intellectual Factors

1. Intelligence
2. Inadequate Language Development
3. Inadequate Experiential Background

C. Emotional Factors

1. Trouble at Home
2. Trouble at School

D. Educational Factors

1. Inadequate Teaching

Keep in mind that reading problems are rarely caused by just one factor.

HOW IS READING TAUGHT?

There are over 50 ways to teach reading. If you would like to start an argument among a group of reading teachers, ask which is the best method.

Some of the more common methods include the following:

1. Basal Program: This is a plan designed to teach the skills of reading through a series of graded textbooks, workbooks, and activities.
2. Individualized Reading: This approach to reading is designed to help each pupil learn the reading skills he needs as he progresses at his own speed. The child chooses his own reading materials.
3. The Language Experience Approach: The child dictates a story from his own experience and using his own vocabulary. The children create their own "Books".
4. The Eclectic Method: This is a system that uses elements selected from several different reading methods.
5. Other Approaches: These include I.T.A., DISTAR, Words in Color, The Laubach Method, and many more.

The good reading teacher tries to find an approach that works for each child.

THINGS PARENTS CAN DO AT HOME

1. Be patient.
2. Be supportive.
3. Read to your child.
4. Talk to your child.
5. Play games to develop listening skills.
6. Listen to your child.
7. Encourage your children to explore and really notice their environment.
8. Provide varied experiences for your children.
9. Let your children see you read.
10. Have plenty of reading materials available.
11. "Influence" your child's television habits.
12. Keep your child well rested and healthy.
13. Get your children involved with you by reading directions, maps, recipes, etc.
14. Get your children to school.
15. Show respect for and an interest in what they are doing at school.
16. Provide a quiet, well-lit, secure place and time for study.
17. Be sure that the right tools are available (reference books, paper, pencils, etc.).
18. Get a library card for your child and help him use it.
19. Buy books for your children.
20. Encourage your child to read to you (but don't force it).
21. Don't use reading as a punishment.
22. Encourage children to listen and watch special radio and television programs, then discuss the programs.

THINGS PARENTS CAN DO AT HOME
(Continued)

23. Help children follow through when given directions.

24. Play word games with your children.

25. During family discussions, use dictionaries and encyclopedias for reference.

26. See that your child is not rushed off to school in the morning in an unhappy mood.

27. Don't compare your child's progress with that of other children.

28. Help your child to add words to his speaking vocabulary.

29. Talk to your child's teacher.

ESPECIALLY FOR SUMMER

1. Provide a "quiet time" each day for reading, playing games, artwork, etc.

2. Use the library once a week.

3. Work daily on vocabulary by playing vocabulary games.

4. Keep educational materials available.

5. Provide a variety of experiences.

6. Encourage your child to take up a hobby.

If there is some tension between parents and child, parents can still help--

1. Show an interest in and a respect for what they are doing in school.

2. Keep a quiet environment for study.

HOW TO READ ALOUD WITH CHILDREN

1. Select books that will interest the child. Most adults choose books that are too long, with too few pictures. Get help from your librarian and your child.

2. If possible, read the story yourself before reading it aloud.

3. Get the child interested by looking at the title, pictures, etc. Ask "What do you think it is about?"

4. Try to find a good place and time to read together. A regular schedule can be very helpful.

5. Read slowly and with good pronunciation, but not so as to be unatural.

6. Let your child talk as much or more than you.

7. Ask different types of questions. Ask questions that have several answers, not just one. Discuss the child's feelings about the pictures and the story. Help the child think about the story, remind the child of experiences he has had that relate to the story. Discuss any words that may be new to the child.

8. Let your child finish some of the sentences. Repeat some of the verses, rhymes, and phrases so the child can say them to you.

9. Relax and enjoy it!

GAMES

Games provide a good way to learn and practice skills. But DO NOT turn these games into work. Have fun with them.

1. Treasure Hunt: I am thinking of something that begins with a "R" and makes noise. (Radio)
2. Sound Race: In two minutes name all the things in the room that begin with the "K" sound.
3. Alphabet Tongue Twister: One person calls out a letter, such as "D", the next player makes as long a tongue twister as possible starting each word with that letter. Keep score by making each word worth one point.
4. Which Letter is Gone: Write words leaving out some of the letters in each word. (Example: D_CT_R)
5. The Missing Word Game: Say a sentence with the last word missing. Ask the child to tell you what he thinks it might be. (Example: I will close the ___7___)
6. Hang Man: Pick a word and write the blanks (one for each letter) on a piece of paper. The children must guess, letter by letter, what the word is before they are hung.

7. Secret Code Writing: Make a code for each letter and write notes to each other. (Example: A = 4, B = 7, D = 2 . . .)
8. Breakdown: Write a large word on a sheet of paper. See who can write as many smaller words as possible from the letters contained in the large word.
9. Family Names: Think of a category, sports for example. List as many things that fit into the catagory as possible. Winner chooses next catagory.

10. Signal: Write a word (noun or verb) on a sheet of paper. Then give one-word clues to your opponent to help him guess it. Each clue counts as a point. The player with the least number of points wins.

11. Don't miss a word.

    A. What sort of Miss is an error (Mistake)

    B. What sort of Miss is not a miss at all? (Mister)

    C. What sort of Miss gets you kissed as Christmas? (Mistletoe)

    This game is excellent.

    Try these word parts too.

Cat	(Cadillac, Catalogue . . .)
Eggs	(Examine, Exhausted, Exempt . . .)
Kate	(Educate, Lubricate, Indicate . . .)
Late	(Percolate, Deflate, Calculate . . .)
Ice	(Spice, Rice, Mice . . .)
Nation	(Domination, Hibernation . . .)

12. Alphabetical Adjective: Each player must try to describe himself or someone else in a series of adjectives whose first letters are alphabetical. (Peter is amusing, beautiful, cheerful, diligent, eager, . . .)

13. Alphabetical Add-A-Word: Pick a category, then name as many things as you can in that category in alphabetical order.

    (Fruits--apple, bananas, cherries, dates . . .)

    (Verbs-- arrive, beat, can, dressed . . .)

14. Stringing Along: The first player starts by naming any letter of the alphabet. Each player must "string along" by adding one letter either before or after those already called out, to form a word.

    (I - It - Pit - Spit - Spite)

15. Cutting the String: This is the opposite of game 14. Begin with a word like pirate. Each player must slice a letter off (or out of the middle) to form a word. (Pirate - Irate - Rate - Rat - At - A) Some good words to work with are honesty, trash, flown, tramp, swinger.

16. Scrambled: Begin by deciding on a category. Next, each player makes a list of all the words he can think of in that catagory. Now the players scramble the letters of each of the words they have listed. The first player then gives the scrambled letters of one of his words to his opponent to unscramble.

    Sports

    erhyacr = archery

    olgf = golf

    fblsalto - softball

    gixnob = boxing

    naldhlab - handball

17. Word Ladders: The top and bottom rungs of the word ladder are two words of equal length. The problem is to pass from the lowest rung of the ladder to the top in the fewest number of steps by changing only one letter at a time to make a new word.

Games
(Continued)

Thus:	Boy -- Man	man	mat
	Dry -- Mat	ban	may
		bay	day
		boy	dry

Good words are find to lose, warm to cold, love to hate, sick to well.

18. Name Game: The game is played by listing names with 4 letters (Pete John, Doug), then 5 letters (Peter, Bobby, Tommy), then 6 letters (Debbie, Carmen, Thomas), then 7 letters and so on. This game can also be played using categories other than names. (Music, countries, well-known people, things to eat, etc.)

19. Verbal Ping-Pong: This is a good game for two players. The person calling the play might say, "How many words can you say that have double letters?"

Player One: "Rubber"

Player Two: "Batter"

Player One: "Teeth"

Player Two: "Zipper"

The game can be varied by choosing words with certain double letters, certain prefixes, silent letters, etc.

20. Initial Letters: An initial letter is agreed upon -- say, B. The first player thinks of a word beginning with B, consisting of three letters, and defines it. The next player guesses what the word is.

Player One: B plus two letters is an insect.

Player Two: Bee. B plus two letters is a weapon.

Player Three: Bow. B plus two letters is a stick.

Player Four: Bat

This game can be varied by changing the initial letter and/or the number of letters in the word.

21. Forbidden Letter: A certain letter is chosen as the forbidden letter. Then one player asks another a question. The answer may not contain the forbidden letter. For example, "E" is chosen. "What do you eat for breakfast?" "I munch on toast and milk." "I eat eggs" is wrong.
22. Chain Words: The first player says a word. The next player must say a word that begins with the last letter of the first player's word. To make this game more difficult restrict the words to a certain category such as cars, sports, animals, etc.
23. Sign Collection: This is an excellent summer project for children on vacation. Make a list of all the road signs passed in one hour. The longest list wins.
24. Hink Pink: This is a more difficult vocabulary game, but once you get the hang of it your're hooked. Tha goal is to describe something with two words that rhyme.

    Examples: What is a homely girl -- a plain Jane

    What is an angry father -- a mad Dad

    What is a happy canine -- a jollie collie

    What is an overweight feline -- a fat cat
25. Participle Platter: This is also an advanced vocabulary game. How would you describe an alchoholic deprived of his drink? Dispirited. How would you describe lovers in the dark? Delighted.

How would you describe someone with a brain transplant? Reminded.

Some other good words are debased, defeated, disjointed, refined, etc.

SOME COMMERCIAL GAMES

Anagrams -- Selchow and Richter Co.

Clock-A-Word -- Deluxe Reading Corp.

Jotto -- The Jotto Corp.

Password -- Milton Bradley

P.D.Q. -- Milton Bradley

Perquackey -- Lakeside Toys

Scrabble -- Selchow and Richter (also Scrabble for Juniors

Scrabble Crossword Cubes -- Selchow and Richter

Scramble -- Lakeside Toys

Scribbage -- E.S. Lowe Co.

Spill and Spell - Parker Brothers

SOME BOOKS FOR PARENTS

1. Learning Through Play
   by Jean Marzollo & Janice Lloyd
   Harper Colophon Books 1974.

2. A Parents Guide to Children's Reading
   by Nancy Larrick
   Bantam Books 1975.

3. Games to Improve Your Child's English
   by Abraham B. Hurwitz & Arthur Goddard
   Simon and Schuster 1969.

4. Preparing Your Child For Reading
by Miles A. Tinker
McGraw Hill Book Company 1971

5. Dyslexia and Your Child
by Rudolph F. Wagner, Ph.D.
Harper & Row 1971

6. Parents and Reading Perspective in Reading #14 IRA
by Carl B. Smith
International Reading Association 1971-1972

7. Approaches to Beginning Reading
by Robert C. Aukerman
John Wiley & Sons, Inc. 1971

8. Word Play - What Happens When People Talk
by Peter Farb
Bantam Books 1975

9. Parents, HELP YOUR CHILD TO READ!
Ellen B. DeFranco, Evelyn M. Pickarts
Van Nostrand Reinhold Co. 1972

10. Facts & Fiction About Phonics
by Roma Gans
BBobbs-Merrill Company, Inc. 1964.

11. Reading, How To
by Herbert Kohl
Bantam Books 1973

12. Mirror For Adjustment
by Austin L. Porterfield
Texas Christian University 1967

13. An Almanac of Words At Play
by Willard R. Espy
Clarkson N. Potter, Inc./Publisher 1975

14. LEARNING TO READ: The Great Debate
Jeanene Chall
McGraw-Hill, 1967

15. The Arbuthnot Anthology of Children's Literature
3rd Edition
by May Hill Arbuthnot
Scott, Foresman & Company 1971

16. 101 Activities For Building More Effective School-Community Involvement
by Dorothy Rich & Beverly Mattox
The Home & School Institute 1976

NON-BOOK RESOURCES

1. Parents, Teachers and Reading: A Resource Guide
   Compiled by Parents and Reading Committee of the
   Illinois Reading Council 1979.

2. Primer for Parents
   by Paul McKee & William K. Durr
   Houghton Mifflin 1975

3. How Can I Get My Teenager to Read?
   An Eric/Crier & Ira Micromonograph
   by Rosemary Winegrenner

4. How Can I Help My Child Get Ready to Read?
   An Eric/Crier & Ira Micromonograph
   by Rosemary Winebrenner

5. How Can I Encourage My Primary-Grade Child to Read?
   An Eric/Crier & Ira Micromonograph
   by Molly Kayes-Ransbury

6. 33 Ways Parents Can Help
   by Joseph Manch
   Croft Educational Services 1971

7. Your Child & Reading: How You Can Help
   Houghton Mifflin Company 1973

8. Parents & Children Learning Together
   National Center for Educational Communication

9. Reading to Young Children
   by Robert D. Lincoln
   Children Today, III (May-June 1974)

10. Increasing Parent-Teacher Interaction
    by Margaret Sloan
    Reading Instruction-The Teacher, the Pupils, the Materials
    Brother Leonard Courtney, Ed.
    IRA Publications 1976

SOME TIPS ON HOW TO CHOOSE BOOKS FOR CHILDREN

1. Consider your child's interests.
2. Know your child's reading level. A books that is too easy will bore him; one that is too hard will frustrate him.
3. Very small children are overwhelmed by very large books.
4. Illustrations are extremely important. Be sure they are large, clear, and preferably done in bright colors.
5. There are several children's book awards. If a book has earned one of these awards it has usually deserved it. The awards are:
   a. The Newberry Medal
   b. The Caldecott Medal
   c. The Hans Christian Award
   d. The National Book Award
6. There are many book lists that give detailed information about thousands of children's books. Some Are:
   a. Adventuring With Books -- Citation Press, 50 West 44th Street, N.Y. 10036.
   b. Children's Books Too Good To Miss -- M.H. Arbuthnot.
   c. Children's Books -- V. Haviland and L. Watt, Superintendents of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (15¢).
   d. Paperback Books for Children -- American Association of School Librarians, Citation Press.